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ABSTRACT

This report details the history of making higher education available to young workers and peasants in the USSR since the October Revolution of 1917. The paper is organized into six sections. The first section introduces the paper and outlines the educational system in the Soviet Union, especially the types of higher educational institutions. The second section explains how illiteracy was eradicated in the USSR during the 1920s and 1930s--a necessary prelude to making higher education accessible to young workers and peasants. In the third and fourth sections, the history of preparing young workers and peasants specifically for higher education is narrated, with emphasis on factory schools, houses for the communist education of youth, and the "workers' faculties," which were created and flourished during the 1920s to 1940s. The final two sections of the report explain what has been done from the end of World War II to the present to help poor youth gain access to higher education, such as providing access to preparatory departments of higher schools and other forms of preparation and selecting school leavers for admission to higher schools (universities). (KC)

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Surveys and Studies

MAKING HIGHER EDUCATION ACCESSIBLE TO YOUNG WORKERS AND PEASANTS: THE SOVIET HISTORICAL EXPERIENCE

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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I. Introduction

The educational system in the Soviet Union was founded after the Great October Socialist Revolution of 1917 and developed on a socialist basis.

The Soviet government carried through far-reaching social and economic transformations and put an end once and for all to the exploitation of man by man, antagonisms among classes and strife among nationalities. Social ownership of the means of production and genuine democracy for the working masses were established. For the first time in the history of mankind a socialist society was created. All power in the USSR belongs to the people: workers, peasants and intelligentsia. There are no exploiter classes in the country.

In early 1980 the population of the Soviet Union amounted to 264.5 million people. The USSR consists of 15 union republics, 20 autonomous republics and 8 autonomous regions. Over a hundred nations and nationalities live and work in the fraternal family in the USSR.

In the USSR a developed socialist society has been built. At this stage, when socialism is developing on its own foundations, the creative forces of the new system and the advantages of the socialist way of life are becoming increasingly evident, and the working people are more and more widely enjoying the fruits of their great revolutionary gains.

Powerful productive forces, progressive science and culture have been created in the developed socialist society, the society in which the well-being of the people is constantly rising; and more and more favourable conditions are being provided for the all-round development of the individual.

These are the political and socio-economic foundations of the development of the Soviet educational system. As a result of this development in the country, where three quarters of the population were illiterate before the Great October Socialist Revolution of 1917, illiteracy was on the whole eradicated by the early 1930s. At first, universal compulsory elementary education

was instituted, and in the 1970s the transition to universal compulsory secondary education of youth was completed and fixed by Article 45 of the Constitution of the USSR (1977).

Implementation of universal compulsory education of youth became a profound achievement in the development of people's education in the USSR.

One of the principal conditions for the all-round development of the individual is the establishment of a modern system of people's education. In accordance with Article 25 of the Constitution of the USSR in the Soviet Union "there is a uniform system of public education, which is being constantly improved, that provides general education and vocational training for citizens, provides for communist education and intellectual and physical development of youth and trains them for labour and social activity." "Citizens of the USSR have the right to education," reads Article 45 of the Constitution of the USSR. "This right is ensured by free provision of all forms of education; by the institution of universal, compulsory secondary education and broad development of vocational, specialized secondary and higher education, in which instruction is oriented toward practical activity and production; by the development of extra-mural, correspondence and evening courses; by the provision of state scholarships and grants and privileges for students; by the free issue of school textbooks; by the opportunity to attend a school where teaching is in the native language; and by the provision of facilities for self-education."

A series of legislative acts on people's education has been passed in the USSR which defines concretely the main constitutional regulations in the field of education.

"Fundamental Laws of the USSR and Union Republics on People's Education", which was enacted in 1973, defined the organizational and functioning principles of the system of people's education in the USSR, the competence of all-union and republican organs of government in the sphere of people's education, the rights and duties of students as well as the rights and duties of parents and persons substituting for them in raising and educating their children, the responsibility for violation of the legislation on people's education, etc. In accordance with the "Fundamental Laws of the USSR and Union Republics on People's Education", the organs

of government directing people's education elaborated regulations which determined development and functioning of various elements in the system of people's education. The activity of a general education school was determined by the Regulations for Secondary General Education School approved by the Council of Ministers (8 September 1970).

The system of people's education is based on the following main principles:

- equality of all citizens of the USSR in provision of education without distinction of race or nationality, sex, attitude to religion, property and social status;
- compulsory education for all children and adolescents;
- state and social character of all educational institutions;
- freedom to choose the language of instruction;
- studying in the native language or in the language of another Soviet nation;
- free tuition at all levels, free medical care, the complete maintenance of some students by the state, the provision of state scholarships and other material aid for students;
- uniformity of the system of people's education, continuity of educational institutions of all types that provide all persons with an opportunity to learn from the elementary to the top grade of education;
- unity of teaching with communist education;
- collaboration of school, family and the public in the upbringing of children and young people;
- orientation of instruction and upbringing of the young generation toward real life and the practice of building communism;
- scientific character of education, its permanent improvement on the basis of the latest achievements of science, technology and culture;
- humanitarian and highly moral character of education and upbringing;
- co-education of students of both sexes;
- secular character of education preventing religious influence.

The system of people's education in the USSR includes pre-school education, general secondary education, extra-mural education, vocational training, specialized secondary education and higher education.

Separate elements of the system are closely inter-related: a general education school prepares students for post-school education in vocational, specialized secondary or higher educational institutions, where on the basis of fundamental knowledge learned at school they are instructed for working activity in a definite sphere. Completing this course, young people enter life with active knowledge of the main laws of the development of nature and society as well as with necessary professional skills.

Development of the educational system in the USSR provided conditions for the rapid growth of the educational and cultural level of all Soviet people - the working class, toiling peasantry and Soviet intellegentsia. The process of actually mastering knowledge by working people, workers and peasants first of all, has taken place. The system of life-long education of the Soviet people was established.

During the 1979/80 academic year in the Soviet Union, 98.3 million people were engaged in all kinds of education. Among them 44.4 million studied in general education schools, 3.9 million - in vocational schools, 4.6 million - in specialized secondary educational institutions, 5.2 million - at universities and other institutes of higher education. About 40.2 million people were trained for a new profession and improved their skills.[1]

In 1918-1979 secondary (general and specialized) education was received by 83.5 million people. Among them 67.6 million people graduated from general education secondary schools, 16.5 million from technical schools and other specialized secondary educational institutions, and 2.1 million from secondary vocational schools. In the same period 25.2 million people graduated from specialized secondary educational institutions and 15.5 million from higher educational institutions.[2]

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1. *The USSR in figures in 1979*, p. 209.
2. *Ibid.*, pp. 210, 214, 216.

In the contemporary situation higher educational institutions play an especially important part in the system of public education. In the USSR higher education is provided by universities, institutes, academies and other institutions given the status of higher educational institutions in a legally determined way. A higher educational institution may have full-time, evening and correspondence courses.

The main types of higher educational institutions in the USSR are universities, polytechnical and specialized institutes (e.g., medical, agricultural, pedagogical, etc.).

The main aims of higher educational institutions are:

- training of highly qualified specialists, who have mastered Marxist-Leninist theory and deep theoretical knowledge and practical skills in a speciality and in the organization of mass political and educational activity;
- education of students in high moral qualities, communist consciousness, culture, socialist internationalism, Soviet patriotism and readiness to defend the socialist Motherland and physical training of students;
- permanent improvement of instruction of specialists with due regard to contemporary needs of production, science, technology and culture and their future perspectives of development;
- carrying out scientific research contributing to a higher level of training of specialists and scientific and technological progress;
- writing text-books and manuals;
- production of scientific pedagogical cadres;
- arrangement of advanced learning courses for those teaching in higher and secondary educational institutions as well as for those graduated from higher educational institutions and engaged in corresponding branches of the national economy.

Citizens of the USSR who have secondary education have the right to enter a higher educational institution.

In the USSR during the 1979/80 academic year there were 870 higher educational institutions with 5.2 million students; 2.9 million

students were studying full-time, and 2.3 million were studying through evening and correspondence courses. In 1979, 790 thousand people graduated from higher educational institutions.[1]

The system of higher education is closely associated with the system of advanced learning of practical specialists. This is done in advanced learning institutes, at faculties and departments of higher educational institutions, in research institutes and through advanced learning courses in progressive industrial enterprises.

Since 1917, when power was seized by the working people, the development of the public education system was oriented in the first place to make knowledge accessible to workers and peasants as an indispensable condition for their active participation in the political life of the country, for the rise of their labour productivity and for the achievement of the principal goals in the building of a new society.

"The supreme goal of the Soviet state," reads the Constitution of the USSR adopted in 1977, "is the building of a classless communist society in which there will be public, communist self-government." The main aims of the people's socialist state are to lay the material and technical foundation of communism, to perfect socialist social relations and to transform them into communist relations, to mould the citizens of communist society, to raise the people's living and cultural standards, to safeguard the country's security and to further the consolidation of peace and the development of international co-operation.

Making higher education accessible to workers and peasants as a condition for creating a new people's intelligentsia and for a rapid rise in educational and cultural levels was from the very beginning considered by the Communist Party and the Soviet Government as one of their primary aims.

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1. *Ibid.*, pp. 215,216.

II. Eradication of illiteracy in the 1920s-early 1930s as a condition to make higher education accessible to young workers and peasants

V.I. Lenin considered the eradication of illiteracy and the education of the young and of adults as an integral element of cultural revolution, which was a complicated and many-sided process of radical transformation of the spiritual life of society. Its aim was to create a culture of socialism and communism, to raise members of society in communist ideals and to achieve the all-round development of the individual. According to V.I. Lenin's idea, the cultural revolution starts with the establishment of the dictatorship of the proletariat and develops in close connection with socialist transformations in all spheres of social life, being simultaneously both their result and condition for their further development.

The victory of the Great October Socialist Revolution created unprecedented opportunities to educate working people, to raise their cultural standards. Implementation of great tasks in the socialist transformation of the young Soviet Republic was hindered by the mass illiteracy of the people. The first all-Russian census of 1897 showed how scandalously the people were spiritually robbed. There were only 223 literates per thousand of the population; only one of eight women was literate. "Four fifths of the rising generation", noted V.I. Lenin, "are doomed to illiteracy by the feudal state system of Russia."[1] Peoples of the national outlands were especially deprived of education - general literacy was 3.9% among the Tajiks, 2% among the Uzbeks, 1% among the Kazakhs, 0.7% among the Turkmens and 0.6% among the Kirghizes. Many nationalities even had no written language of their own. In 1913, in the article "On the problem of the politics of the Ministry of People's Education", V.I. Lenin wrote with pain and wrath: "There is no other country so barbarous and in which the masses of the people are *robbed* to such an extent of education, light and knowledge - no other such country has remained in Europe; Russia is the exception. This reversion of the masses of the people, especially the peasantry, to savagery, is not fortuitous, it is *inevitable* under the yoke of the landowners . . ."[2]

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1. V.I. Lenin, *Collected Works* (English edition), Vol. 19, p. 139. Progress Publishers, Moscow, 1968.
2. *Ibid.*, p. 139.

Nevertheless, the tsarist government took practically no measures to improve the situation, and in 20 years (from 1897 to 1917) there were no substantial changes in the sphere of the eradication of illiteracy.

The young Soviet Republic inherited a grave situation from the past. Of the population 9 years old and older only 35% were literate. Even among residents of St. Petersburg, the capital of the Russian empire, only 66% were literate in 1910. Only 6% of the population had secondary education and 1% had higher education.[1]

According to the all-Russian census of 1920, there were 12,427,345 people aged from 14 to 24 inclusive in 40 provinces of the European part of the RSFSR.[2] Of this group, 5,246,985 persons were illiterate, that is, 42%.[3]

Illiteracy was especially high in the countryside. While in St. Petersburg there was a 3.4% rate of illiteracy among people from 14 to 24 years old, 94.6% of all young illiterates of the country were rural residents.[4]

According to the same census, there was a 77.5% rate of literacy in St. Petersburg and a 59.4% rate in its province.[5]

The victory of the October Socialist Revolution enabled the young Soviet Government to carry out its cultural and educational program which had been planned long before the Revolution. One of the most important goals of the new socialist order was to draw the working masses to the people's spiritual values for their further development and flourishing. However, the first and the hardest obstacle on this way was the mass illiteracy of the population. V.I. Lenin clearly declared, "... a communist society cannot be built in an illiterate country."[6] It was impossible to

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1. *Essays on the history of Leningrad*, vol. 4, Leningrad, 1964, p. 547.
2. *Eradication of illiteracy and semi-literacy among the young* - collected materials of the Central Committee of the Russian Communist Youth League, Moscow, 1925, pp. 28-29.
3. *Ibid.*, p. 29.
4. *Statistical materials of St. Petersburg and the Province of St. Petersburg*, no. 5, Petrograd, 1921, pp. 12-13.
5. *Ibid.*
6. V.I. Lenin, *Collected Works* (English edition), Vol. 31, p. 296, 1966.

build socialism without overcoming the cultural backwardness of the people, first of all, because without literacy it was hard to imagine any political education or any sort of political upheaval. "An illiterate person stands outside politics, he must first learn his ABC. Without that there can be no politics; without that there are rumours, gossip, fairy-tales and prejudices, but not politics." [1]

With illiterates it was practically impossible to solve successfully economic problems; it was hard to restore economics with them, to implement the electrification of the country. V.I. Lenin considered the growth of labour productivity as the main condition for the economic rise of the country, the creation of a new economy and the building of socialism and communism in the country. In his work "The Current Tasks of the Soviet Government" V.I. Lenin noted that "another condition for raising the productivity of labour is, firstly, the raising of the educational and cultural level of the mass of the population." [2]

V.I. Lenin saw the great importance of the cultural rise and the eradication of illiteracy in the introduction of the scientific organization of labour to everyday life. Such an important social and economic problem as the cooperation of peasant farms was also linked by V.I. Lenin with the eradication of illiteracy and with the rise of general education and culture of the masses. This is an extremely important, but only the first, link of the whole chain of the cultural revolution; it is only the foundation of a big multi-storey building.

At the 3rd All-Russian Congress of Soviets (December 1920) V.I. Lenin said: "Besides literacy, we need cultural, enlightened and educated working people; the majority of the peasants must be made fully aware of the tasks awaiting us." [3] Addressing the delegates of the Second Congress of Political Educators, he said: "... it is not enough to abolish illiteracy, it is necessary to build up (the) Soviet economy, and for that literacy alone will not carry us very far. We must raise culture to a much higher level." [4]

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1. *Ibid.*, vol. 33, p.78, 1966.
2. *Ibid.*, vol. 27, p. 257, 1965.
3. *Ibid.*, vol. 31, p. 518.
4. *Ibid.*, vol. 33, p. 74.

V.I. Lenin developed the principles of the socialist concept of lifelong education and proved that to build communism, to secure the successful social, political, economic and cultural development of the country and the all-round development of the individual, it was necessary for all citizens to study constantly.

Thus, the eradication of illiteracy was a state-wide campaign covering the whole great country, aiming to raise educational and cultural standards of all peoples of the USSR. The literacy campaign was closely connected with the economic policy of the Party and Leninist national policy and was the first step in the cultural revolution in the country.

Along with eradication of illiteracy, written languages were created and some old ones reformed for many nationalities. In the 1920-30s about 40 nationalities of the USSR obtained their own written national language for the first time.[1]

The reforms of the existing written languages, such as the Arabic one in the Central Asia, made them more comprehensive and helped people to become literate more easily.

From the very first days of Soviet power the Communist Party made the education of the masses, the literacy instruction of millions of the working people, one of its primary tasks.

The People's Commissariat for Education of the RSFSR (Narkompros) headed by A.V. Lunacharsky was established on 26 October (8 November) 1917 by the Second All-Russian Congress of Soviets.

On 27 October 1917 the State Commission for Education was founded, and on 29 October the Commission together with the People's Commissariat for Education published an Appeal to all citizens of Russia, which said: "In any country ruled by illiteracy and ignorance, any genuinely democratic educational authority must adopt the immediate aim of combatting that darkness. It must achieve total literacy in the shortest possible time by organizing a network of schools that meet modern educational standards, and by introducing compulsory and free education for all . . .

The struggle against illiteracy and ignorance cannot be confined to the proper provision of schooling for children. Adults too will wish to save themselves from the humiliation of being

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1. M.P. Kim, *The Great October and the Cultural Revolution in the USSR*, Moscow, 1967, p. 21.

unable to read or write. Schools for adults must figure largely in the general plan for public education." [1]

Just after the Revolution the people's craving for knowledge and studying became clear. It was manifested in the emergence of a vast number of circles, evening courses, and literacy schools. Workers and peasants demanded primers and educational aims from the Narkompros and asked it to provide them with teachers.

Meeting the people's aspiration for education, the Soviet Government in its "Declaration of Rights of the Peoples of Russia" (2 November 1917) proclaimed the introduction of mother-languages for teaching at schools on equal terms with Russian in the non-Russian regions of the country. As it was mentioned already, measures were taken to create written languages for those peoples who had had none up to the moment.

The Out-of-School Department was formed in the Narkompros. The department was headed by N.K. Krupskaya, a prominent organizer of adult education in the country, a champion of the achievement of the goals of the cultural revolution and literacy of the people.

V.I. Lenin's activity in the field of people's education had decisive importance for the successful implementation of the Soviet policy of eradication of the cultural backwardness of the people. All the most important state measures in the cultural building were planned and carried out with his direct participation.

Problems of people's education, in the village first of all, were closely examined by the 8th Congress of the Russian Communist Party (Bolshevik) in March 1919. In the Program of the Russian Communist Party adopted by the Congress, in the section "Sphere of People's Education", which was written by V.I. Lenin, it was pointed out that among the primary goals in transforming school education into an instrument of communist education of the people are "attraction of the working masses to active participation in educational activity (development of councils for people's education, mobilization of the literate, etc.) and all-round state aid for self-education and self-development of workers and working peasants (establishment of libraries, adult schools, people's universities, etc.)."

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1. *Directives of the C.P.S.U.(B) and decrees of the Soviet Government on people's education - Collected documents for 1917-1947*, 2nd instalment, Moscow-Leningrad, 1947, p. 10.

The Congress considered the problem of the relation between out-of-school activity and political education and adopted a special resolution "On the eradication of illiteracy". Types of schools for illiterate teenagers and adults were devised; the term of instruction was planned to be about 3-4 months. The delegates of the Congress requested that the Council of People's Commissars issue a decree on compulsory eradication of illiteracy among adults (up to 50 years old) and out-of-school adolescents.

In May 1919 the All-Russian Congress on Out-of-School Education was convened. About 800 delegates participated in its sessions. V.I. Lenin addressed the participants, called them to struggle against the cultural backwardness of the working masses and emphasized the special need to eradicate illiteracy. V.I. Lenin said: "We must take up the simple and urgent matter of mobilising the literate to combat illiteracy." [1]

Meeting the appeal of the leader of the Communist Party and the Soviet State, the Congress decided to attract the literate population of the country to the teaching of the illiterate. A special resolution on the eradication of illiteracy suggested a plan of universal education for the whole republic.

Lenin's call for the mobilization of literates for the struggle against illiteracy was widely supported by the Soviet public. Local Party and Soviet bodies began to devise concrete plans for the eradication of illiteracy.

In December 1919 the Out-of-School Department of the People's Commissariat for Education of the RSFSR (Narkompros RSFSR) prepared the draft decree "On the eradication of illiteracy of the population of the RSFSR".

On 26 December 1919 the decree of the Council of People's Commissars "On the eradication of illiteracy of the population of the RSFSR" was signed by V.I. Lenin. All citizens from 8 to 50 years old were to become literate in their mother language or in Russian in accordance with their choice. The decree enabled the Narkompros and its local bodies to draft all literates for teaching illiterates as part of a labour conscription; the salary of those teaching was determined according to the norms for educational workers. To be literate became the duty of all citizens of the Republic. All those

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1. V.I. Lenin, *Collected works*, vol. 29, p. 337, 1965.

evading the responsibilities adopted by the decree or preventing illiterates from attending school were to confront severe punishment.

The decree stipulated the necessity of attracting the trade union, Party, Komsomol and other social organizations to participate in the eradication of illiteracy.

Not only did the Government set up the goal of the eradication of illiteracy, but it provided the maximum assistance possible under the hard conditions of those days for the mass education of illiterates: for the entire term of learning their working day was reduced by two hours with no reduction in their salary. The decree vested the Narkompros bodies with the right to use culture centres, clubs, private houses, appropriate rooms in factories, mills and other Soviet establishments for the organization of literacy work. Agencies dealing with supplies were ordered to meet the needs of the literacy campaign first of all.

As the volume of work in organizing the education of millions of adults increased day by day, it was important to concentrate all organizational and political activity in the field of eradication of illiteracy under the supervision of a special agency which would be vested with wide powers. On 19 July 1920 a decree of the Council of People's Commissars signed by V.I. Lenin founded the All-Russian Extraordinary Commission for Eradication of Illiteracy (ARECEI) and a widespread network of local commissions and affiliated "permanent conferences" which existed in provinces, districts and separate villages as well as in military units.

The ARECEI vested with special powers and rights became a powerful All-Republican headquarters of the struggle for the eradication of illiteracy.

To avoid the gap between the literacy instruction of adults and their political education and orientation toward active labour and social activity, the ARECEI was established under the Central Board of Political Education (the Glavpolitprosvet), which was founded in September 1920 and attached to the People's Commissariat for Education to unite and coordinate all political education in the Republic.

The Glavpolitiprosvet under N.K. Krupskaya carried out enormous practical and theoretical activity in the education of youth and adults affected by "likbez"[1], directing the political

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1. "likbez" - a term commonly used in Russia for literacy campaign.

education of workers, providing publication of recommendations for educators and promoting propaganda activity among people.

Prominent representatives of the arts and culture participated energetically in the activity of the ARECEI. A.M. Gorky, who was one of those extraordinarily interested in the literacy campaign, often attended meetings of the ARECEI and donated to it. The work of the ARECEI was permanently looked over and directed by V.I. Lenin, who stressed the need for a close link between the eradication of illiteracy and the whole policy of the Party.

The ARECEI existed for ten years (until September 1930), and during this short period it managed to solve incredibly difficult problems. Its ten-year history is a bright example of the integral combination of the state and social initiatives in such a hard sphere as the eradication of illiteracy.

The decree signed by V.I. Lenin was accepted with mass enthusiasm. The eradication of illiteracy in the country started under the severe conditions of the civil war and military intervention. The young Soviet Republic was in a difficult situation: the burning ring of fronts, devastation, hunger, epidemics, remaining elements of the overthrown classes, resistance and sabotage by a part of the intelligentsia - all this hindered the development of the campaign. Besides, there were no primers for illiterates, no programs, no educational methods; the number of teachers was insufficient and there was shortage of pencils and paper.

Despite the difficulties, the ARECEI began systematically to eradicate illiteracy. "To work under any conditions, to provide literacy at any cost" - this was the "likbez" enthusiasts' slogan of the period.

Supported by the Soviet public, the ARECEI focused its activity on the organization of the "likbez" centres network, the development of educational methods and the training of literacy campaign personnel. A country-wide network of literacy centres ("likpunkts") and schools for semi-literates was established.

Organizational problems including the creation of the system of centres (schools) of general education, development of educational methods, production of manuals and instruction of personnel received special attention in the vast program of the eradication of illiteracy.

Educational centres were founded at every place where there were illiterates. A system of educational institutions for adults was created in the 1920s. It included:

- centres for eradication of illiteracy ("likpunkts"), which later developed into "literacy schools";
- schools for semi-literates, which later became elementary schools for adults;
- Sunday schools, for housewives especially;
- individual and group training at home of those adults who for some reason could not attend school classes.

After learning at a "likpunkt", an adult went to a school for semi-literates from which he could enter an advanced school for adults, then preparatory courses for institutes and "workers' faculties" and finally an institute or university.

Such a succession of educational establishments for adults permitted the working people to graduate from a college or university without discontinuing their work.

In January 1936 the Council of People's Commissars and the Central Committee of the CPSU(B) adopted a decree "On instruction of illiterates and semi-literates". It proclaimed the goal to complete the eradication of illiteracy in the coming two years. New programs which defined more precisely the graduate level of knowledge in Russian, arithmetics and geography were adopted; the educational process was made more consistent and systematic. Total literacy was achieved on hundreds of state and collective farms and in many industrial enterprises, towns and villages. Results of the literacy campaign were released by the Second All-Union Census in January 1939. According to the census, 96% of men and 83.9% of women in the RSFSR were literate, in Byelorussia - 91.7% and 71.4% respectively, in the Ukraine - 93.9% and 85.2%, in Uzbekistan - 83.6% and 73.3%, in Georgia - 93.4% and 85.2%, in Kazakhstan - 90.3% and 78.8%, in Azerbaijan - 88.8% and 76.1%, in Kirghizia - 84.9% and 74.4%, in Tajikistan - 87.4% and 77.5%, in Armenia - 92.7% and 74.7%, and in Turkmenistan - 83% and 7[illegible].9%.

The quickest growth of literacy was seen in the Republics of Central Asia and in Kazakhstan. Nearly one hundred per cent literacy was achieved in many autonomous republics of the RSFSR. Along with individual and group teaching practices and three-year literacy schools for adults, elementary and secondary schools with instruction in all languages of the USSR were founded.

By the early 1940s the eradication of illiteracy was on the whole completed. In 20 years from 1920 to 1940 nearly 60 million people in the country became literate. By this time the majority of the adult population of territories, regions and republics of the country were entirely literate. In the age group from 16 to 50 the level of literacy reached 90% throughout the country.

Just after the end of the Great Patriotic War the eradication of illiteracy in all regions of the country was completed.

The success of the literacy campaign in the USSR in the 1920s and early 30s was secured by the clear-cut organization and purposefulness which were its features. The campaign for the eradication of illiteracy was closely connected with the solving of radical social, economic and political problems of the country. Its importance for each individual as well as for the entire society was quickly realized by the masses. The Soviet experience in the eradication of illiteracy demonstrates that a literacy campaign can be successful only when its necessity is realized by the masses.

Drawing all working people into active social life, into implementation of tasks of the Socialist Revolution, was one of the most important prerequisites for the success of the campaign.

The eradication of illiteracy among the overwhelming majority of the adult population of the country and the introduction of compulsory elementary education for the rising generation were necessary steps for young workers and peasants on their way to higher education.

III. Schools for young workers and peasants, factory schools, and houses for communist education of youth

Various types of schools for young workers and peasants became an integral element of "vseobuch" (system of country-wide universal education). The Komsomol contributed actively to the development of schools. Looking for the most appropriate educational form for young workers and peasants to provide them as soon as possible with knowledge and qualifications the Komsomol in the 1920s took the initiative in establishing Young Workers Schools (YWS), Factory Schools (FS), and Young Peasants Schools (YPS).

Young workers schools were organized for workers of industrial enterprises and provided them with knowledge of the curriculum of an elementary school. Classes took place in the evening. Such schools were opened in Moscow and Petrograd in 1918-1920.

The first factory schools came into being under hard conditions. It was very difficult to arrange classes in cold shops and other poorly accomodated places. District and province committees of the Komsomol got text-books and instruments and participated in working out curricula. The network of such schools developed rapidly. If in January 1921 there were 43 schools with 2,000 students, then in a year the number of schools amounted to 440 and the number of students increased by 22 times. By the mid-20s these schools became one of the main sources of working cadres for the national economy.

Young peasants schools were established on the initiative of the Komsomol. Their curriculum also contained agricultural subjects. Many of their graduates became leading agronomists, tractor-drivers and machine-operators in collective farms organized at the time.

Houses for political education were among other forms aimed at drawing young people to knowledge and making them ready to participate actively in the building of socialism. They were established in Moscow and Petrograd in early 1921. The first houses for political education of youth (HPEY) in Petrograd were the HPEY named after the Komsomol hero of the Civil War, M. Glerov, and the HPEY "Old and Young Guards" which initially were Komsomol clubs with elected boards.

Cultural educational circles, sections and libraries for youth of the district were attached to HPEYs. However, besides cultural and educational goals, they tried to generalize their experience in the education of young people, and in this respect they were experimental and model centres.

In 1921 the Central House for Political Education of Youth (CHPEY) was founded in Moscow. Unlike in Petrograd, CHPEY started its activity not on the basis of Komsomol clubs, but on the system of factory education. Its major aim was to provide education to children and working adolescents by combining educational classes with labour in shops and laboratories. In its structure CHPEY had four institutions: 1) the schools of industrial labour, 2) factory schools in printing and metal-working industries, 3) the institute of FS instructors, which directed work at FS shops, and 4) Sunday courses for young workers of the Krasnopresnensky District of Moscow.[1]

To serve these structural parts, the CHPEY had a number of auxiliary elements: a mechanical shop with a smithy, a modelling joinery and a founding shop, a printing house, a physics room with a laboratory, a natural history room with a laboratory, a room for psychological techniques, a technological room, a mechanical drawing room and classrooms for classes in drawing, social sciences, mother language, physics and mathematics.[2] Besides these institutions, CHPEY had a library, a reading hall, a club, a room for German studies, a room for youth studies, a sports room and grounds and a hall for meetings, reports, film releases and sports.

The total number of participants in the activities of CHPEY was 301.[3] The work of the CHPEY was directed by Moscow Department of People's Education and the Moscow City Committee of the Komsomol.

Leaders of CHPEY defined its main goal as follows: "The Central House for the Communist Education of Young Workers is an attempt to give working-class children and adolescents an opportunity to undergo a system of training and education that can turn them into trained workers, conscious citizens of the Soviet Union and conscious members of the Komsomol, foster organizational and social skills and equip them to fight for communism and build a communist society."[4]

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1. *The Central House for Political Education of Young Workers: two years of activity (1921-1923)*, Moscow, 192[illegible], p. 4.
2. *Ibid.*, pp. 1-5.
3. *Ibid.*
4. *Ibid.*, p. 23.

Special attention was paid to the course in social sciences. A large place in the curriculum was given to the problems of administration and scientific organization of labour. Every student of the fabric school had a practical course of administration at the Model Teaching Mill.

On 2 September 1922 the Young Communist International took the HPEY under its patronage. On 2 September 1923 the Central House for Political Education of Youth was inaugurated in Tiflis (Tbilisi). The House had to function as an experimental and model Komsomol club for the whole Transcaucasian Federation, provide it with recommendations on methods of conducting political education activity and promote the qualifications of club personnel.

The work of CHPEY was directed by a council of representatives of the Transcaucasian Provincial Committee of the Komsomol of Russia and of the Central and Tiflis City Committees of the Komsomol of Georgia. The House consisted of three departments: department of scientific propaganda (with sections on political education, sciences, librarians, communist pedagogics and scientific organization of labour), department of artistic propaganda (with sections on theatre, music, fine arts, photo and cinema and literature), and department of physical culture (with sections on sports and health education). In addition, the House had a Komsomol museum, excursion bureau, editorial and publishing unit, library, and courses for training instructors in physical education.

A grandiose demonstration took place when CHPEY was inaugurated, and representatives of various industries carried tools and products of their labour.

In 1925 the Central Committee of the Comsomol and the Glavpolitprosvet decided to organize youth sections at workers clubs and transfer all Komsomol clubs and houses for political education of youth to the direction of the Glavpolitprosvet. In 1930, however, their old name was returned and again they became Houses for Political Education of Youth.

In 1930, employing the experience of Moscow and Leningrad, the Central Committee of the Komsomol together with the Glavpolitprosvet organized a network of houses for political education all over the country.

The first conference of directors of Houses for Political Education of Youth and Komsomol Houses was convened in January 1930 by the Central Committee of the Komsomol and Glavpolitprosvet.

Evening general education schools of advanced type with a three-year term of instruction were established in the system of houses of political education in Leningrad.

Without interrupting work, these schools gave young workers a general education on the level of the 7-9th grades of secondary workers school.

In the 1929-30 academic year the goal orientation of these schools underwent some changes.

The aim of the first year of education was to prepare young people to enter a "workers' faculty"; that of the second year - to prepare them to enter a technical school; and that of the third year - to prepare them to enter a higher educational institution.

Every school had about 9-13 groups of 30-35 students.[1]

Rooms for self-education and literacy groups were attached to HPEYs.

All forms of mass education mentioned above helped to prepare highly skilled workers and helped young workers and peasants to enter "workers' faculties" and secondary and higher educational institutions.

IV. "Workers' faculties" (1920-1940)

To prepare workers and working peasants who had no means to get secondary education before the Great October Socialist Revolution for entrance to higher educational institutions, "workers' faculties", or institutions for general education of adults, were created.

Emergence of "workers' faculties" was explained by the necessity to speed up the process of preparing a new Soviet intelligentsia of workers and peasants in the higher educational system.

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1. P. Vasilyev, *Houses for political education of youth*, Moscow-Leningrad, 1931, pp. 50-51.

The founder of the Communist Party of the Soviet Union and the Soviet State, V.I. Lenin, wrote in spring 1918 in "The Current Tasks of the Soviet Government" that after the party of Bolsheviks had conquered Russia, had won it from the rich for the poor, from exploiters for the working people, it was necessary to manage Russia.

Numerous cadres of proletarian intelligentsia were required to organize the management of the country and build the new socialist society. The working class could not educate specialists for itself before the Revolution; it could not provide its children with knowledge and skills which were necessary for management. The conquest of power by the proletariat in alliance with peasants became the main political prerequisite for the creation of cadres of a new, genuinely people's intelligentsia.

The Soviet State worked hard to draw to the proletariat's side the best representatives of the old bourgeois intelligentsia and supported and encouraged those old specialists who worked honestly. At the same time, it waged a relentless struggle against saboteurs who used their knowledge to hinder the building of the new society.

Until 1917 higher educational institutions were actually closed to children of working people. For example, in 1914/15 in eight Russian universities there were 31 thousand students of whom only a few were of working class origins and 12.7% of peasant, more exactly, rich "kulak"-peasant, origins. The rest of the students belonged to the nobility and officialdom (38.3%), the clergy (7.4%), the merchant class, the bourgeoisie, etc.[1]

One of the primary goals of the Soviet State in the sphere of education was the changing of the class structure of higher education and its reconstruction according to new requirements.

On 11 December 1917 all higher educational institutions were subordinated to the People's Commissariat for Education by the decision of the Council of People's Commissars (the Soviet Government). Afterwards, all the national and class limitations as well as payment for education were eliminated, religious teaching was banned, education in national languages was allowed in all higher educational institutions, etc. To transform the class structure of students radically, the Soviet Government amended the entrance regulations

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1. N.M. Katuntseva, *Workers' faculties and forming the people's intelligentsia*, Moscow, 1966, p. 8.

for higher education. The decree of the Council of People's Commissars of 2 August 1918 "On entrance regulations for higher educational institutions" (drafted by V.I. Lenin) made higher educational institutions accessible for all citizens of the Soviet Republic. The new regulations permitted working people of 16 years old and over to enter any higher educational institution without presenting any diploma or certificate of graduation from a secondary or any other school.

Elimination of entrance examinations destroyed barriers for workers and working peasants on their way to higher education. The Soviet Government took measures to guarantee not only juridical but actual access of working people to higher educational institutions. A special additional decree of the Council of People's Commissars emphasized the importance of the class principle in admission and support of students. Workers and the poorest peasants were generously provided with scholarships.

After the decree of 2 August 1918 had been published, thousands of working people's children rushed to higher educational institutions. By the fall of 1918 the number of students at universities in the country doubled in comparison to early 1918 and amounted to 117 thousand.

However, the most difficult obstacle remaining on the working people's way to higher education was the lack of proper background for studies at higher educational institutions resulting in the dropping out of some newly admitted students. This obstacle could be overcome only in the process of further transformation of higher schools.

The Communist Party and working people had no time to wait for the establishment of the normal secondary school to provide young workers with the education necessary for admission to higher educational institutions. These tasks were to be carried out urgently along with the all-national implementation of a new system of education for the younger generation.

Soviet experience has shown that the most expedient form of accelerated training of workers and peasants for higher education is the workers' faculties.

Preparatory courses for workers willing to enter higher school had begun to come into existence by 1918. Difficulties in

organization, vagueness in structure, lack of elaborated education plans and a number of other obstacles hindered success of the courses. The first preparatory courses proved not to be viable enough; nevertheless, this experience was later used in setting up the workers' faculties.

Inauguration of the first workers' faculty based on preparatory courses for the former Commercial Institute followed on 2 February 1919.

The Eighth Congress of the Communist Party in March 1919 gave serious consideration to the problems of reinforcing higher schools with young workers and peasants and thereby lent still greater importance to the experience of the functioning of the first workers' faculty. Guided by the directions of the Eighth Party Congress, which served as a foundation for the work of schools of higher education, the People's Commissariat adopted a resolution "On the organization of workers' faculties attached to universities" on 11 September 1919. The resolution concerned not only universities but all higher educational establishments as well. It envisaged the establishment of preparatory courses attached to higher educational establishments as autonomous auxiliary educational institutions aimed at preparing at the earliest possible date workers and peasants for higher education, and it designated such courses as "workers' faculties".[1] The existence of these faculties was provided for by legislation in September 1920.

On 17 September 1920 the decree of the Council of People's Commissars "On the workers' faculties", signed by V.I. Lenin, was published. It reaffirmed the most important issues of the resolution of the People's Commissariat of Education published earlier. As indicated in the decree, the chief objective of workers' faculties was "to draw the broad proletarian and peasant masses into higher schools." It was decided that workers' faculties were to enrol manual workers and peasants over 16 years of age, selected by trade unions, enterprises and Party and Soviet organs. Education in a workers' faculty was conferred the same status as enterprise work, and all students were provided with state scholarships.

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1. *Popular Education in the USSR - Collection of Documents: 1917-1973*, Moscow, 1974, p. 404.

The workers' faculties began to develop steadily. There were already 59 workers' faculties instructing 25.5 thousand students in the country on 1 April 1921.[1] Great attention was paid to the social structure of students of the workers' faculties; this structure was improved steadily. The quota for workers in the workers' faculties in 1919-20 was set at about 40%, for peasants - 36% and for others - 28%, while in 1920-21 the quota for workers was increased to 52% at the expense of the quota for peasants (23%) and others (25%).[2] Party and Komsomol members played the leading role in the workers' faculties.

The creation of the first workers' faculties took place during the difficult times of the Civil War and foreign military intervention. Notwithstanding the serious economic position of the country, considerable means were allotted for ensuring the activity of the higher schools and workers' faculties.

Workers' faculties received immediately the backing of industrial enterprises and social organizations (mostly trade unions) which constantly lent support to these new educational establishments. Workers' faculties were greeted by many democratically inclined professors. K.A. Timiryazev wrote in a salutatory letter to the first workers' faculty on its inauguration day that the building of a faculty that opened for young workers a road to science and did away with the ruling classes' monopoly on science was also his dream for many a year.[3]

Hundreds and thousands of Komsomol members came to the workers' faculties, responding to the call of the Party to become qualified specialists in various fields of national economy, science and culture.

Here are the duties of a workers' faculty student:

1. come to the ranks of champions of communism;
2. watch over the workers' revolution;
3. learn to create one's own state;
4. snatch science out of enemies' hands and split the bonds of ignorance; and
5. create the cradle of proletarian science and illuminate the way to the world's renewal.

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1. N.M. Katuntseva. *Soviet experiences in the preparation of an intelligentsia from workers and peasants*, Moscow, 1977, p. 32.
2. *Ibid.*, p. 32.
3. K.A. Timiryazev. *Science and Democracy - Collection of Articles: 1904-1919*, Moscow, 1920, p. 430-1.

The importance of the workers' faculties consisted not only in freeing for workers and working peasants the way to higher education. Attached to higher education institutions, workers' faculties were the beginning of the growth of influence of working-people upon higher schools; they constantly helped the Communist Party and Soviet State in revolutionizing higher schools, in enriching their audience with workers and peasants.

In accordance with the resolution of People's Commissariat of Education of 11 September 1919 workers' faculties were established at all higher educational establishments.

The workers' faculties were entitled to use all the laboratories and training facilities of higher schools. At the expense of these schools they were provided with learning-rooms, cabinets and laboratories on a scale appropriate to the most complete development of their activity.

Workers' faculties functioned according to programs and plans approved by the Scientific Section in conjunction with the Section for Professional Education of the Commissariat of Education. The right to create programs and plans on their own was also approved for them. Workers' faculties were entitled to invite professors as sanctioned by the Scientific Section of the Commissariat. Financing of faculties was appropriated by the Commissariat in a special budget.

The resolution stipulated that the internal organization of faculties should ensure the broadest and most active participation of students in the solving of all educational and economical problems.

The leading organ to resolve all workers' faculties problems was its Council, which elected the faculty secretary and a Presidium, consisting of a chairman-head master of the faculty and two assistants who together formed the executive organ. The staff had to be approved by the Commissariat of Education.

The membership of the workers' faculty consisted of professors teaching at the faculty, representatives of faculty students, representatives of the Institute council, student party organization, trade unions and local sections of the People's Commissariat of Education and representatives of Institute employees.

The workers' faculty department was separated from the Scientific Section of the Higher School Department and handed over to the Chief Board of Professional Education of the Commissariat.

The workers' faculty department consisted of the educational board and the administrative and management board.

The responsibilities of the educational board included elaboration and harmonization of programs, drafting of plans, educational methods and cultural political activities.

The duties of the administrative and management board covered recruitment of staff, elaboration of instructions for students' everyday life and distribution of credits for the faculty's maintenance. A cadre of instructors was designed for the faculties so as to strengthen their bonds with local authorities and to supervise the realization of the tasks of the workers' faculty departments.

During the 1921/22 academic year a three-year education term was fixed for day classes and a four-year one for night classes (20 academic hours a week of night classes during three years while students continued to work and 30-32 hours a week during the fourth year while work was discontinued). Students of both forms of faculties studied according to the same program and enjoyed equal rights after having finished their education.

Experience accumulated in the course of the first years following the creation of faculties led to the clarification of their functions, structure and so on. A new "Statute of Workers' Faculties" was adopted by the Council of People's Commissars on 18 February 1924.[1]

The Statute emphasized that the objective of the faculties was to prepare for higher school education exclusively persons from the proletariat and working peasantry. Two types of faculties (day and night) with a four-year term of study were also established by the Statute. Two kinds of study - technical and social-economic - were thereforth established. Education would proceed only according to standard programs and plans approved by the State Scientific Council.

The Statute stipulated that admission to the workers' faculties was open to workers and peasants not younger than 18 who had had working experience of not less than three years.

The administration of the faculties, their structure, the functions of different organs of the faculty, etc., were elaborated by the Statute in detail.

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1. *Popular Education* . . . p. 409-413.

The Statute reaffirmed that students enjoyed the same rights as students of the basic faculties, taking part in the election to the Council and Management of the higher school. As affirmed in the Statute, students graduating from the workers' faculty enjoy the right of preferential entrance to all higher schools of the state without any preliminary examinations.

The Statute contained a special section "On the Teaching Staff". Instructors of higher schools and other persons having sufficient pedagogical or scientific experience could become faculty instructors.

Overcoming various difficulties, the network of workers' faculties continued to grow. About 40% of higher school enrolment during the 1925/26 school year consisted of workers' faculties graduates; by the 1932/33 school year the country counted 1025 workers' faculties training 339.5 thousand persons.[1]

The role of these faculties in the system of people's education was made more precise in the course of operation. According to the Commissariat's resolution adopted in 1926, a part of the workers' faculties was assigned not only to higher schools but also to technical schools, that is to secondary special schools. Connections of the workers' faculties with factory apprenticeship schools, adult night schools, young peasants' schools and rural seven-year schools was also brought under regulation. Persons graduated from the aforementioned schools enjoyed preference in entering workers' faculties.

The resolution "On specialization and attachment of workers' faculties to higher schools and higher technical schools" was adopted in 1930. The workers' faculties were thereby transformed from schools providing general education for any higher school to schools preparing students for definite higher schools.

Workers' faculties for representatives of various nationalities with instruction in the mother tongue were also developed in the 1920s. In 1924, there were in the Russian Federation only two national workers' faculties and twelve national departments for oriental nations attached to the day workers' faculties, while in 1928/29 there were already six national workers' faculties and thirty-six national departments.

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1. *Pedagogical Encyclopedia*, Moscow, 1966, Par. 3, p. 607.

The creation of workers' faculties attached to specialized higher schools sufficiently expanded their educational and material resources by giving them access to the equipment and laboratories of the patron-higher schools. This policy strengthened their connections with the latter.

Much methodic work was undertaken simultaneously with the broadening of the workers' faculties network: the learning plans and programs were improved; the necessary volume and contents of knowledge were determined for successful work of persons graduated from workers' faculties inside higher schools of various types; methods of handling students were also defined and enriched.

With development in the country during the 1930s of a network of secondary schools and with the number of pupils receiving a secondary education steadily growing, the workers' faculties began to lose their significance and their number began to decline. By 1940 the workers' faculties ceased to exist as a separate form of preparation for workers and peasants entering higher schools.

Addressing the Fourth Congress of the Communist International in November 1922, V.I. Lenin said: "Soviet schools and Workers' Faculties have been formed; a few hundred thousand young people are studying; they are studying too fast, perhaps, but at all events, a start has been made, and I think this work will bear fruit. If we do not work too hurriedly we shall, in a few years' time, have a large body of young people capable of thoroughly overhauling our state apparatus." [1]

The development of the workers' faculties confirmed these thoughts of V.I. Lenin.

"The workers' faculties arose firstly as a sort of fire-escape which was leaned against the windows of the higher schools and which was used by young workers to climb up to higher education..." wrote the first Soviet Commissar of Education, A.V. Lunacharsky.

Thousands of future gifted managers, constructors, scientists and cultural workers began their way to science with a start received from the Party, trade union and Komsomol. This work allowed not only a radical change in the structure of the student body but also a reinforcement of its Party and Komsomol kernel.

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1. V.I. Lenin, *Collected works*, vol. 33, p. 429.

The workers' stratum among the student body of the basic faculties rose by and large by 1934 to 47.9% while the Party and Komsomol kernel rose to 50.9%.[1] By 1 January 1934, 468.3 thousand persons were studying at higher schools of the country; 630.9 thousand at technical schools; 296.7 thousand persons at workers' faculties.[2]

The workers' faculties played a considerable role during their existence (1920-1940) in the realization of the policy of the Communist Party and Soviet Government directed at democratization of higher schools and preparation of new worker and peasant intellectuals.

V. Preparatory departments of the higher schools of USSR at present

Special courses-schools for production workers began to appear in the beginning of the sixties at some higher schools and industrial enterprises, which were later called workers' faculties.

Nevertheless, they differed radically from the workers' faculties of the twenties, their task being to prepare workers who had already obtained the secondary education necessary for entering a higher school.

The initiative in the creation of workers' faculties was taken by the most advanced workers who wanted to stay abreast of technical scientific progress and instructors and students of higher schools who desired to help workers prepare themselves for entrance examinations.

The first such faculty was set up at Leningrad University in 1961. Workers recommended by public organizations of Leningrad enterprises and peasants sent to study on Komsomol missions were enrolled.

Workers' faculties also appeared in other towns during subsequent years. For example, in 1963-1964 in Moscow, such faculties were organized at 17 enterprises with the help of instructors and students of the Energetics Institute. Simultaneously workers'

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1. The Leninist Komsomol, *Essays on the history of LYCLSU 1918-1941*, Moscow, 1969, p. 526.
2. *Ibid.*, p. 527.

faculties were opened at the Moscow Food Industry Technological Institute and the Moscow G.V. Plekhanov National Economy Institute, where in February 1919 the first workers' faculty came into existence.[1]

On the initiative of the students - Komsomol members of the Leningrad Shipbuilding Institute - such faculties were set up at the biggest factories of the city - Admiralty, Baltic, "Elektrik", "Svetlana", at the group of enterprises "Krasnaya Nit" and so on.[2]

About a hundred Novokuznetsk workers were enrolled at the workers' faculty attached to the Siberian Metallurgy Institute. They took a three-month refresher course in senior secondary education and passed entrance examinations for the higher school. They were relieved of their work for this term and provided with scholarships.

Thus, in the sixties workers' faculties came into existence on the initiative of the masses. They did not embrace young rural dwellers; there was as yet no system for them. The study plans and programs and the methods of education were different. The faculties worked mostly along public lines. Instructors and students exchanged knowledge free of charge.

Workers' faculties in the sixties were an experiment evoked by traditions of the past. They reflected the desire of youths working in the realm of material production to obtain access to higher education.

Plans for national economic development drawn up in the light of the mutually reinforcing advantages of socialism and the scientific technical revolution required a more developed network of institutions preparing workers and peasants who had had production experience for higher schools.

These tasks have become an important problem for the state and have required official legislation.

Taking into account objective requirements of social and scientific technical progress of Soviet society, a special resolution "On organization of preparatory departments at higher educational establishments" was adopted on 20 August 1969 by the Central Committee of the CPSU and the Council of Ministers of the USSR.[3]

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1. N.M. Katuntseva, *Soviet . . .*, p.151.
2. *Ibid.*
3. *SPP USSR*, 1969, No. 20, p. 112.

"In order to heighten the general educational level of the working and peasant youth and to create necessary conditions for their entrance to higher schools" the Central Committee of the CPSU and the Council of Ministers of the USSR considered it advisable to create preparatory departments attached to higher schools beginning in 1969. Instruction according to day, night and correspondence systems was envisaged for them. Preparatory departments were projected for a minimum of a hundred students (who did or did not continue to work). The education term was established at eight months with work discontinued and ten months without work discontinued.

The creation of educational groups within preparatory departments was permitted in large-scale industrial enterprises, construction projects, traffic and communication enterprises, state farms and collective farms in agreement with branch ministeries and departments.

The preparatory department was open to advanced workers, peasants and ex-servicemen possessing full secondary education. Young workers and peasants entering the department had to possess no less than a full year of practical work. Selection to and direction of these departments was assigned to the managers of industrial enterprises, construction projects, traffic and communication enterprises and state and collective farms and by commanders of military units on the recommendation of Party, Komsomol and trade-union organizations. Persons who had graduated from the preparatory departments and passed final examinations were enrolled in the first-year course of higher schools without any entrance examinations.

By the 1969/70 academic year it was decided to establish preparatory departments at 190 higher schools in the country.

On 20 October 1969 the Ministry of Higher and Specialized Secondary Education of the USSR approved the curriculum for the preparatory departments and sent it to all higher schools.

The curriculum was compiled in order to provide a high level of general education for working and peasant youth. Therefore, the major part of study time was set aside for general topics. In order to prepare students for the concrete specialities of higher schools, the curriculum was divided according to groups of specialities drawn from the list of topics for entrance examinations. The curricula envisaged 36 hours of study a week and included courses in

social sciences and physical training. Part of the time was set aside for obligatory courses of intensive study of certain definite topics depending on the character of the higher schools.

Table 1 presents the curriculum for concentrators in technical subjects, engineering, economics, physics, and mechanical mathematics (work is discontinued).[1]

TABLE 1

Subject	Classroom Hours		
	Total	1st Term (13 weeks)	2nd Term (17 weeks)
Mathematics	330	11	11
Physics	300	10	10
Russian (Maternal Language and Literature)	210	7	7
Social Sciences	60	2	2
Physical Education	60	2	2
Obligatory Studies envisaged by rector boards of higher schools			
TOTAL	1080	36	36

Table 2 presents the curriculum for specialities (foreign languages, Russian language and literature, maternal language and literature of Soviet nations, journalism and literary work.)[2]

1. *Higher School: Collection of basic resolutions, orders and instructions*, Part 1, Moscow, 1978, p. 116.

2. *Ibid.*, p. 117.

TABLE 2

Subject	Classroom Hours		
	Total	1st Term (13 weeks)	2nd Term (17 weeks)
Russian (Maternal Language)	240	8	8
Literature	210	7	7
Foreign Language	210	7	7
USSR History	180	6	6
Social Sciences	60	2	2
Physical Education	60	2	2
Obligatory studies envisaged by rector boards of higher schools	120	4	4

The State Planning Committee of USSR together with the Ministry of Higher and Specialized Secondary Education of USSR was ordered to define annual admissions quotas for day, night and correspondence courses of preparatory departments. These were to be no more than 20% of the admissions quota for the day departments of the higher schools. The admissions quota for the 1969/70 school year was set at twenty thousand students.

All Party and Soviet organs were ordered to render comprehensive assistance to higher schools and industrial and rural institutions in the organization of preparatory departments as well as in the provision of adequate study, living, medical and cultural conditions.

Students of preparatory departments enjoy the rights to lecture-halls, cabinets, laboratories, libraries and other auxiliary higher school institutions.

A scholarship equal to a first-year higher school student's grant is paid to preparatory department students.

Preparatory department students sent to study under the provisions of Resolution No. 1099 of the Council of Ministers of USSR - "On Participation of industrial enterprises and Soviet farms in staffing higher and technical schools and preparation of specialists for enterprises" - of 18 September 1959 receive a scholarship set

at 15% above that of a first-year higher school student's scholarship. It is given to them in monthly installments by their enterprise, construction project or state or collective farm.

TABLE 3

Number of persons enrolled in preparatory departments from 1969 to 1976[1]

	1969-1970	1970-1971	1971-1972	1972-1973	1974-1975	1975-1976
Number of preparatory departments	191	491	524	540	598	619
Admissions quota (thousands of persons)	20.0	62.24	68.88	74.2	87.8	96.8
Number of applications per place	2.0	2.0	1.8	1.9	1.9	1.8
Number of persons enrolled	20.1	60.75	68.04	73.88	87.6	96.7
Percentage of total enrolment comprised by						
1. Workers (other than state farm workers)	67.7	53.7	49.4	49.1	46.7	46.1
2. State farm workers	7.4	10.7	9.8	8.8	9.0	8.9
3. Collective farmers	14.0	15.6	14.4	13.7	12.0	11.4
4. Ex-servicemen	10.9	19.4	26.1	28.2	32.2	33.6
5. Junior medical staff	--	0.6	0.3	0.2	0.1	--

Table 3 shows that the number of preparatory departments has increased threefold from 1969 to 1976.

Applications generally outnumbered available places by two times because of a considerable propaganda campaign.

The number of students increased five times. Although the number of non-state farm workers has increased, their share of total enrolment has slightly dropped. One can interpret this trend as a result of a more strict approach to the selection of applicants from working collectives of enterprises.

1. N.M. Katuntseva, *Soviet . . .*, p. 163.

The number of students allowed to take final examinations and enrolled in the first year of higher schools is growing annually. For example, if in 1969-70 the percentage of students allowed to take final examinations was 87.7%, in 1974-75 it rose to 93.7%. Likewise, the percentage of students enrolled in the first year of higher schools rose from 24.6% in 1969-70 to 93.3% in 1974-75.

This development is a result of improvements in teaching methods and in instructors' qualifications, the organization of group and individual consultations, the assignment of instructors to students lagging behind for additional lessons and the reinforcement of control over other students.

In order to create favourable conditions for entering higher schools for the youth working on all-Union shock-work construction projects, the Ministry of Higher Schools of USSR has charged a number of educational establishments with organizing learning groups within preparatory departments. Thus, in 1975-76 construction workers of the New Trans-Siberian Railway studied in groups set up in the towns of Ust-Kut and Shimanovsk and in the settlements of Zvezdny and Magistralny.[1]

At present preparatory departments, an important instrument for shaping the social structure of the student body, are functioning at 638 higher schools in the country. The total number of students is 103,490 or 16.7% of the total admissions to the day department.[2]

Higher schools are constantly considering ways to improve the composition of departments; they are constantly organizing their teaching and educational work and strengthening their teaching and material basis. Higher school staffs are taking every measure to attract the best industrial workers who take an active part in the social life of working collectives.

The Moscow Institutes of Chemical Engineering and National Economy, Syktyvkar University, Uklita Industrial Institute, Far-Eastern Domestic Repairs Technical Institute and a lot of other higher schools are incorporating into their agreements with enterprises a new clause for the enrolment of the most progressive and gifted workers.

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1. *Higher School Herald*, 1976, No. 1, p. 4.
2. V.I. Salyga et al. "Preparatory Departments Today", *Higher School Herald*, 1979, No. 2, p. 50.

These agreements are drawn up in accordance with concrete conditions at the faculties and departments and their fulfilment is supervised by rector boards. Such agreements are intensifying cooperation between higher schools and enterprises in production activity and staff training. The constant perfection of admission policies leads to growth in the number of applications. Thus, the number of applications to the preparatory department of Tajik University was 582 in 1975-76 and 996 in 1977-78 for 285 places. During the same term applications to Syktyvkar University rose from 171 to 192 for 100 places and those to Dushanbe University, from 267 to 352 for 200 places.[1]

The system of preliminary conversations with applicants also plays an important role.

Representatives of the rector's board, deans of faculties, department heads, the most qualified and experienced instructors, representatives of social organizations and in some higher schools former students of the preparatory department are taking an active part in the work of selection commissions. During interviews with an applicant they determine the general level of his education, extent of his preparation in special topics, disposition to his chosen profession and real possibilities for study.

At some higher schools special systematic directions for interviews in specialized disciplines have been compiled. The results of these interviews on each topic are shown in the individual files (diaries) of students. They vary according to the subjects included in individual interrogatories. Such measures exert positive influence on the qualitative structure of the student body of preparatory departments. The percentage of industrial, construction, transport and communication workers at htem has increased of late.

Here are some comparative date (percentage in 1975-76 and 1977-78): Tajik Polytechnical Institute - 25.2 and 34.0; Karachaevo-Cherkessk Pedagogical Institute - 40.6 and 44.4; and Murmansk Higher Sea Engineering School - 54.5 and 58.5.[2]

The percentage of students from state and collective farms is also growing: Tajik University - 11.9 and 22.7; Dushanbe Pedagogical Institute - 11 and 29; Syktyvkar University - 10 and 14; and Tajik Agricultural Institute - 43 and 52.5

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1. *Ibid.*, p. 51.
2. *Ibid.*

Special methods commissions (or councils) have been organized at some higher schools to prepare the necessary documents on educational methods. For example, teaching methods for mathematics, physics and Russian language have been elaborated at the Moscow Institute of Chemical Engineering and for mathematics and physics at the Irkutsk Institute of Railroad Engineers. Unified schedules have been devised to test students' accomplishments, to ensure a more rational planning and organization of their homework and to conduct additional lessons and tutorials.

An interesting experiment in the perfection of the educational process is being conducted at the Moscow University preparatory department. A Council has been established under the chairmanship of the pro-rector and includes representatives from the dean's office and leading instructors. The Council members, charged with a mission to study problems of agitation and information, organize and co-ordinate work concerning relations between youth and the preparatory departments. Annual information letters on the new admissions quotas of the department are sent to 30 local leading authorities in the European territory of RSFSR and to 50 large enterprises of the Moscow Region.

Apart from this activity, addresses are made by radio and television, in newspapers and directly at the enterprises. Intimate contact with military units also exists. All this fosters competition among applicants: on the average 3-4 persons apply for each place, while 8-10 do so for each place in some faculties (history and law).[1]

Since 1975 the computerized information system "Preparatory department" (AIS PD) based on the data-machine "Minsk-32" has rendered effective support in this area, providing operative analysis and handling information received. The system comprises three modules: "Reception", "Learning Process Control" and "Graduates". This computer stores data on applicants and their advancement, number of hours absent or in attendance and results on entrance examinations. Based on a dialogue regime, the AIS PD-data machine unit maintains operative control over all the chief parameters. It obtains necessary statistical data on the annual work of the department and permits comparative efficiency analyses of this work over a number of years.

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1. *Ibid.*, p. 52.

Thanks to constant creative work in the improvement of the admissions process and of educational methods, students are advancing steadily and dropping out less often.

Thus, for Syktyvkar University in 1974-75 the number of preparatory department graduates was 31% of those admitted and, in 1977-78, 90%. For the Tajik Polytechnical Institute the corresponding data are 72% and 85.3%. The number of drop-outs among students who graduated earlier from preparatory departments is diminishing. Thus, the drop-out rate at the beginning averaged 11-13%, while it has been reduced to 5-7% of late.[1]

Leningrad University preparatory department has trained about 1,500 students during its ten years of existence.

Admissions have risen 4.5 times in the course of ten years and numbered about 450 persons in 1979.

The highest efficiency rate of any department in terms of students admitted to the first year of higher school has been achieved at the faculties of law, philosophy, philology and biology/earth science, where from 88% to 97% of the students are advanced.

Advancement of former students is growing along with the number of "good" and "excellent" marks, while the number of "satisfactory" marks is diminishing. Most of the higher school students graduated from preparatory departments have shown diligence and a consciencious attitude to work. As a result of this their rate of advancement to the third and fourth years is by no means inferior to that of the other students. Preparatory department graduates have taken an active part in social life, have helped the dean's office and departments organize the educational process and have positively influenced the rest of the students.

Rector Councils are playing an important role in the coordination of the work of the preparatory departments and in the pooling of experience among them. Active "methods" societies attached to these Councils have been organized among preparatory department instructors in a lot of cities. They share experience in teaching methods, train instructors more thoroughly and make recommendations for improving the educational process. A methods society attached to the Leningrad Rector Council has been active for many years.

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1. *Ibid.*

Summing up the ten-year history of preparatory departments, one should emphasize that their creation was a new, decisive step toward the solution of the important task of bringing the higher school social structure into accord with the social structure of our society.

One should also mention that contemporary preparatory departments, sometimes thoughtlessly called "workers' faculties", are essentially different from them.

Preparatory departments are a product of a developed socialist society and strengthen its social unity while workers' faculties were a proletarian class weapon in the struggle for a new intelligentsia during a period of transition. One of the decisive factors for entering a preparatory department is social position (but not social origin). Persons with complete secondary education needing a definite type of preparation before entering a higher school are admitted.

It was young workers and peasants who were enrolled in the workers' faculties of the twenties and thirties, persons who had to obtain at the earliest possible date a general preparation in order to pursue the higher school educational program. Similarity between workers' faculties and preparatory departments lies in the aspiration to attach to higher schools the most advanced industrial youth who crave knowledge and can become highly qualified specialists.

Preparatory departments have naturally entered the higher educational system and have become a structural part of it.

Today's auditors of preparatory departments are future specialists called upon to advance the technical-scientific revolution, to improve the efficiency and quality of industry. They are called upon to justify the party's and the people's trust as did the popular intelligentsia which began its education during the period of the construction of socialism at workers' faculties.

VI. Other forms of preparation and selection of school-leavers for admission to higher schools

Side by side with preparatory departments there has existed in the USSR for decades a harmonious and multiform system of selecting school-leavers.

It comprises olympiads in mathematics, physics, chemistry, biology, Russian language and literature; organization of study circles at secondary schools, professional technical schools and at enterprises and of schools for youths in mathematics and physics; specialized physics-mathematics and language schools; "smaller" faculties attached to higher schools; and various courses for preparation to higher schools using the evening and correspondence educational systems for working and rural youth and other employees.

Let us study this system more closely, taking the example of one of the oldest and largest higher schools in the country - Leningrad State University.

A harmonious system of selection has been built of late at Leningrad University. Besides olympiads in mathematics, physics, chemistry and biology organized by the University since the pre-war period, there exists a complex system of forms of work with school children and working and rural youth. It includes a mathematics school for youths, "smaller" faculties, summer schools in mathematics and physics and specialized physics-mathematics secondary schools organized with the assistance of university scientists.

One should also list young geologist clubs, a specialized boarding school in physics, mathematics and bio-chemistry, rural youth courses, preparatory courses (evening and correspondence) and a preparatory department. Let us consider each of them briefly.

The mathematics school for youths has already existed for twenty years. Its students are senior secondary school pupils. Education has been carried out by senior higher school students and post-graduate students of the mathematics-mechanics faculty.

"Smaller" faculties are attached to almost all University faculties. Their students are senior class pupils and young workers. Lessons are held two or three times a week by professors, assistant professors and senior course students of corresponding faculties.

Summer mathematics and physics schools are being organized in the suburbs of Leningrad by university instructors, post-graduate students and students for the term of one year. Their students are regional and municipal olympiad winners of the Northwest schools.

Already in 1945-58 university scientists elaborated programs and organized the educational process for a number of Leningrad physics-mathematics schools. They also played an important part in the selection and preparation of teachers for these schools, which for this reason became a source of students for faculties of mathematics and physics.

The experience of the specialized boarding-school attached to Leningrad State University is also of importance in this connection. As distinct from three other boarding-schools organized at Moscow, Kiev and Novosibirsk Universities according to the Council of Ministers Resolution of 1969, the Leningrad boarding-school comprises four types - physics, mathematics, chemistry and biology.

Students in this school are selected by university scientists and drawn from the most advanced eighth class pupils of Northwest rural and settlement schools. Teaching is done by university scientists together with school-teachers. The boarding school annually prepares for the University about 120-140 well-trained school-leavers. The majority of them during the last seventeen years have become advanced scientific research workers.

The young geologist club set up by university geologists at the Pioneer Palace together with the young historian club at the history faculty also have a long history.

In order to select the most gifted youths from the rural regions for the University, one-month preparatory courses for rural youth are given annually during July. Tuition is free. Teaching is carried out by post-graduates and senior students.

Evening and correspondence courses are also preparing youths to enter the University and other higher schools of the city. Any solicitous person may enter the courses for a relatively low tuition fee.

A definite aid in preparation for examinations for persons hoping to enter the University is rendered by University scientists' lecture cycles at the "Znanie" society. Subscription to these lecture cycles is inexpensive and rather popular among school pupils and youths of Leningrad.

Many are attracted by the free annual lecture cycle entitled "Twentieth Century Science", in which leading University scientists take part.

The preparatory department plays an important role in the admission to the University of young workers and collective farmers.

This entire system and actual admission rules ensure the possibility of filling University faculties with gifted and well-trained youth from the ranks of workers, collective farmers, ex-servicemen and school pupils.

It must be remembered that one must have obtained a complete secondary education and successfully passed entrance examinations in order to be enrolled in USSR higher school establishments.

The objective of competitive examinations is to reveal the preparation level of applicants in definite specialities.

Successful passing of entrance examinations is due first of all to knowledge obtained by applicants at secondary educational establishments.

It is not sufficient to prepare young persons for entering higher school; it is also necessary to guide them properly in choosing their way, their University specialization. All the above-considered work with school-leavers and higher school applicants is aimed at this guidance.

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Such are the basic forms and methods for the realization of Communist party and Soviet Government program objectives in democratizing the popular education system and preparing an intelligentsia from the ranks of workers and peasants.

The achievement of compulsory general secondary education of youth in the Soviet Union in the seventies secures actual equality in entering higher school establishments for all citizens of USSR.